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ABSTRACT

The wide range of languages, cultural backgrounds, and educational experience of the children attending the United Nations International School, a college preparatory school with students from over 100 countries, requires adaptation in assessment, placement, and curriculum practices. Students in this school face, in addition to the usual adolescent adjustments and anxieties, some unique problems due to the international nature of the school and its lack of cultural homogeneity as well as to the different and sometimes conflicting demands of two other subcultures, namely, the city of New York and the home environment. Many students have already attended a number of schools and may also suffer from homesickness. In this situation, counselors must come to terms with their own biases, refute cultural generalizations, step outside their own cultural boundaries, and free themselves from cultural biases. Assessment and placement provide special challenges because of the diversity of students' educational backgrounds and languages, their lack of familiarity with American testing practices and language, and different writing and notational systems. The search for appropriate testing approaches and instruments is a constant one, and an item bank is currently being developed for future test construction and adaptation. Sample items from several tests are appended. (MSE)

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ASSESSMENT AND PLACEMENT IN A MULTICULTURAL SCHOOL
ACLD INTERNATIONAL CONFERENCE 1986

Saradha Supramaniam
Hashem Sahraie

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ABSTRACT

Assessment and Placement in a Multicultural School

Setting: Variations in Language, Culture, and Educational Background

Saradha Supramaniam

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United Nations International School

New York, NY

The wide range of language, cultural background, and educational experience of the children attending the United Nations International School requires adaptation in assessment, placement, and curriculum practices. Classroom adaptation to meet the needs of these children will be presented from the viewpoint of psycho-educational intervention and counseling services.

PRESENTATION OUTLINE

Brief introduction of speakers Hashem Sahraie

The United Nations International School
Profile, Philosophy and Academic Program Saradha Supramaniam

Focus on the development and adjustment of
children from other cultures at UNIS and the
problems of counseling in this area Hashem Sahraie

Academic Assessment at UNIS - its nature and purpose Saradha Supramaniam

Questions and Discussion

Introduction (Hashem Sahraie)

Dr. Saradha Supramaniam and I would like to share with you some of our experiences and learning from our work at the United Nations International School. Saradha works there as a Psychoeducational diagnostician. Among other things, she is responsible for students assessment for the purpose of admissions and placement. She is also responsible for the delivery of special education and educational support services to students in the secondary school.

I as counselor at the United Nations International School am responsible for psychological and educational counseling of students mostly in the middle school. Due to the nature of our work both Saradha and I are in frequent contact with students, parents, teachers, administrators as well as with outside agencies and individuals in our respective fields.

Before we begin our presentation, Saradha would like to give an outline about the school, its philosophy and its Academic Program.

The School (Saradha Supramaniam)

The United Nations International School was founded in 1947 by U.N. parents to provide in New York City an international education for their children, while at the same time preserving their own cultural heritage. It is now a college preparatory school with two campuses enrolling just over 1,400 boys and girls from 117 countries. Of these students 52% are affiliated with the U.N. community, 29% are from the international community and 19% are from the local community. From the beginning, the school has encouraged applications from families in the local community to ensure that students from abroad have genuine contacts with students from the New York area as well as to involve U.S. students who are interested in the academic programme that fosters a global sensibility.

1985/86 STATISTICS

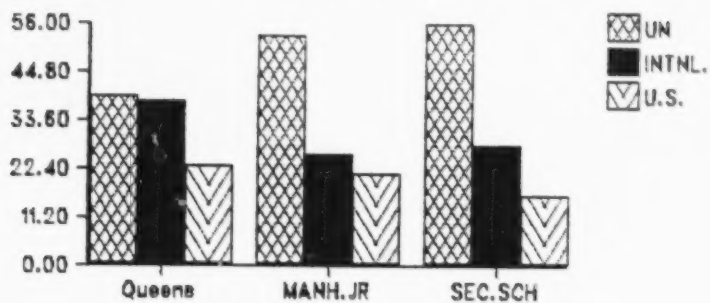
<u>Affiliation</u>	<u>Queens</u>	<u>Manhattan Junior</u>	<u>Secondary School</u>	<u>UNIS</u>
UN	39	53	56	52
IN'TL	38	26	28	29
HC	23	21	16	19

<u>Reg. Distr.</u>	<u>Africa</u>	<u>Asia</u>	<u>E. Europe</u>	<u>W. Europe</u>	<u>Latin America</u>	<u>U.S.</u>
Students	15	22	1	20	12	24
Faculty	6	15	1	36	6	36

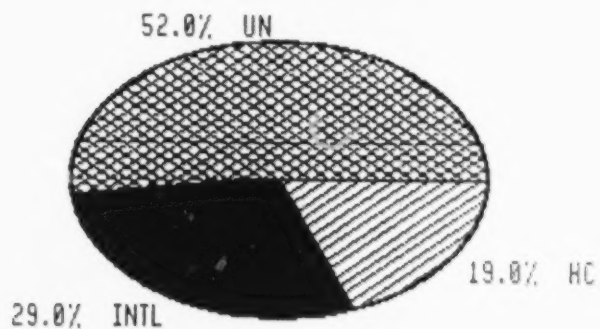
The school's faculty numbers 144 and it represents 42 countries. 79% of the faculty have taught outside the U.S. and speak another language in addition to English. The school actively recruits faculty members throughout the world to ensure that it has an international staff. The distribution of students and faculty based on their country of origin is shown in the transparency in terms of global regions.

Transparency (Student and Faculty Regional Distribution)

STUDENT AFFILIATION

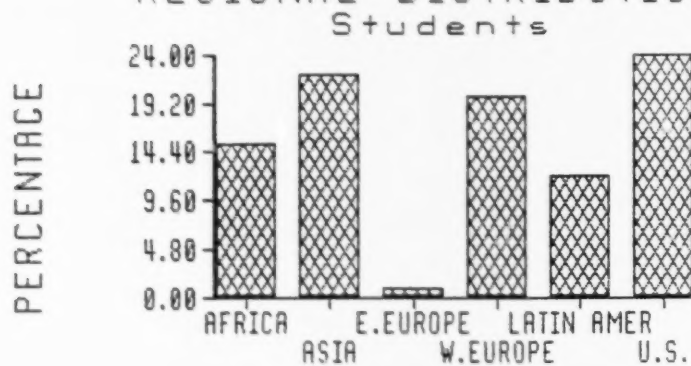


STUDENT AFFILIATION UNIS

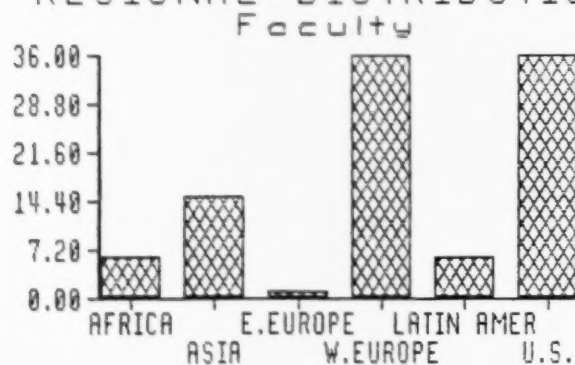


TRANSPARENCY NO. 4
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REGIONAL DISTRIBUTIONS



REGIONAL DISTRIBUTION



The Curriculum and its Philosophy

UNIS recognizes its responsibility to foster a double allegiance in the students toward their own cultural heritage and towards the international community. It is a service for the UN and at the same time an independent New York City school for those families desirous of receiving a unique college preparatory programme and an educational experience that reaches beyond the walls of the classroom. Hence, it bases its programmes and curriculum on a multicultural view of the world. All classes are conducted in English. To supplement the regular programme, English as a second language, as well as supportive tutoring skills in all subjects are provided according to individual student's special academic needs.

English as a second language is taught to students entering UNIS with little or no knowledge of English. They are divided according to language proficiency into roughly three groups: Beginning, Intermediate and Advanced. A beginning ESL student spends most of the school day in the ESL room leaving only for Music, Art and PE classes. Intermediate level students are able to speak and comprehend English well enough to join Mathematics and Science classes, but are not yet proficient to attend English and Humanities classes. These students receive 16 periods of ESL per week, working extensively on reading and writing skills. Advanced ESL students are enrolled in most regular classes. Students at this level work to improve and acquire higher levels skills in reading comprehension and writing which are directly linked to their regular course work.

The number of students in the ESL programme varies from year to year, but over the last four years student enrollment in the programme is between 15 and 20 percent of total enrollment.

PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

REFERRAL FORM

completed thoroughly by the referring person

★
★
★
★
★

PERMANENT TEAM

Principal, Asst. Principal, Counselor/Psychologist

★
★
★
★
★

PERMANENT TEAM AND OTHERS AS NEEDED TO:

1. Review all existing information on the student
2. A letter to parents, if necessary, informing them of the concern
3. The team Chairperson (Principal) may request appropriate persons or agencies to perform assessment/evaluation
4. Faculty may be appointed by the team to monitor the progress of the student to be reviewed at a later date
5. The referring person will be kept informed
6. Team Chairperson may appoint a case manager to the case
7. When assessment is completed a formal case conference may be held
8. The case may be considered a disciplinary case and the Principal may make a decision.

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CASE CONFERENCE TO:

1. Review data gathered about the student
2. Determine the student's needs
3. Consider specific actions
4. If needed, Individual Educational/Counseling Plan (IP) be provided
5. Copy of this IP must be kept in the central file
6. The case should be periodically reviewed at intervals to be determined
7. Whenever an update is completed, a new report must be made

Revised May 1985

The Language Programme: The curriculum provides opportunities for global communication through the learning of languages. Instruction is available in Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian and Spanish. Request for classes in any mother tongue are met through the Cultural Activities programme, if there is a reasonable number of students at a similar level.

The Support Programme has been set up at UNIS to meet the special academic needs of students. The unique diversity of our student population demands a wide range of special assistance. Around 15% of students need support of one kind or another. Class reports on students in transition from ESL and the school's referral system form the principal means of identifying students in need.

The nature and degree of support is determined in terms of the status of need. Students needing support fall into one or the other of the following two categories.

1. Remedial Support Status: These students experience difficulty in learning, owing to deficits or slow development in cognitive skills. The majority of students in this category will be identified because of serious gaps in their knowledge of basic concepts in language and mathematics. The cause of their difficulty may be due to one or more of a variety of reasons, not the least for UNIS students being the diversity of their educational and linguistic experience. A small proportion of this group have a specific learning disability - Remedial Support Status students receive support in small groups on a one to one basis from specialists in remediation and learning disability. Progress is measured at regular intervals. Students whose SLD is diagnosed to

COMPARISON OF SYSTEMS

	<u>UNIS</u> <u>Manhattan</u>	<u>U.S. system</u>	<u>United Kingdom</u>	<u>France</u>
<u>AGE</u>	<u>Examination</u> <u>School leaving</u> <u>certificate</u>	IB Diploma UNIS Diploma ----- High School Diploma	Advanced Placement Achievement Tests SATs GCE A levels	Fr. Baccalaureat
17	Tutorial 3)	Grade 12)	Upper VI)	Terminale)
16	Tutorial 2) Tutorial	Grade 11) High	Lower VI)	1 ^{ier})
15	Tutorial 1) House	Grade 10) School	Form 5) Grammar	2 ^{ieme})
14	Senior 2)	Grade 9)	Form 4) School	3 ^{ieme})
13	Senior 1) Senior	Grade 8) Jr. High	Form 3)	4 ^{ieme}) lycee
12	Middle 2) House	Grade 7) School	Form 2)	5 ^{ieme})
11	Middle 1)		Form 1)	6 ^{ieme})
10	Junior 5)	Grade 6)		
9	Junior 4)	Grade 5)	Junior)	
8	Junior 3) Junior	Grade 4) Elementary		
7	Junior 2) House	Grade 3) School		Ecole Primaire
6	Junior 1)	Grade 2)	Infants) school	
5	Junior A)	Grade 1)		
		Kindergarten	Reception) class)	Maternelle

EF/ms:
24 April 1984

be severe and in need of remediation over a relatively long time are referred to specialized units outside the school.

2. Supplementary Support: Students in this category are identified essentially because of difficulties in keeping pace with normal progress in the classroom. Their problems tend to stem from limitations in using English as a medium for learning, difficulties in adjusting to the curriculum or instructional approaches, or weak study skills. These students receive help from teachers within the various departments according to the curriculum area of need. The teachers work with designated ESL and guidance department specialists in planning and monitoring progress in this program. The aim is to have an integrated support system.

Curriculum as the Latin root of the word implies, is a dynamic process. There is a continual need for evaluation and revision. Central to each phase of curriculum development is an awareness of our students, the diversity of their needs and expectations and of course the concern for standards.

School Organization and Comparison of Systems

The school is divided into three sections, Junior House (Kindergarten through Grade 5), Senior House (Grade 6 through Grade 9) and Tutorial House (Grade 10 through Grade 12) each with its own Principal responsible to the Assistant Director of Academic Affairs who reports to the Director of the school.

Transparency (Comparison of school systems)

In the Junior House Curriculum, right from the beginning the child is exposed to an international learning environment. The content, teachers

and their methods and materials are drawn from all over the world. Young children are encouraged to think for themselves as individuals while working co-operatively in small groups. The teacher while maintaining initiative, sees that academics are stressed in a broad curriculum. Daily work is highly individualized to provide for variations in language and educational backgrounds. Particular emphasis is placed on mastering the basic skills.

The Secondary Curriculum is a planned sequence of courses designed to provide a solid preparation in all subject areas within a structured framework. Sixth Grade (Middle 1) is a transition year with the home-room teacher teaching a core programme in English and Social Studies. In Seventh Grade (Middle 2) pastoral care is provided by having the home-room teacher also teach an academic subject. In both Sixth and Seventh grades there is mixed ability grouping for all subjects except French. One class in each of the grades includes ESL students and their teacher who works closely with the regular class teacher. During Grades 8 and 9 the emphasis is on responsible participation in the UNIS community and the development of scholarly attitudes. In the ninth grade choices are introduced for Art, Music, the Sciences and Languages. Students are grouped according to attainment in Mathematics, French and a third Language.

During the last 4 years of secondary education students must complete certain specific requirements in order to graduate. The expectation is that students will normally take at least 5 academic subjects each year. The programme at the upper secondary level is based on the International Baccalaureate requirements. The tutorial system is an important feature of education at the school. The small tutor groups permit students to explore with their tutors and with each other, the process of education and to make sensible choices. The process of choosing requires the active participation of the student, the tutor,

who liaises with the student's teachers and finally the counselor, who reviews the overall programme in the light of the student's interests, abilities and requirements for college entry. The Principal gives the final approval, once the course choice process has been completed.

The curriculum during the last two years at UNIS offers a wide range of choices, in every academic area, including Art, Music and Physical Education. In Grade 11 (Tutorial 2), students may choose to meet requirements for the full International Baccalaureate Diploma which is the most rigorous course of study available. It is equivalent to or beyond a U.S. High School Honors Program. Others may opt to take only some courses at I.B. level, while fulfilling the requirements in choice of courses for the UNIS diploma. Graduating students go to college in all parts of the world.

Our primary goal is to help each student attain his or her highest possible level in all areas. The emphasis is child centered, on learning how to learn in cooperation with others, the development of good study habits, mastery of fundamental skills, creativity and pride in achievement. We at UNIS are constantly reminded of the diversity of our students as human beings, with different strengths and weaknesses and rates of development.

Our presentation today is on Assessment and Placement in a multicultural environment. Culture is a concept that is blurred in both social scientific and popular usage. In our experience we find it difficult to view culture as a group phenomenon. We have not been able to assume a homogeneity within a group, be it national, language or regional. A complete homogeneity does not exist, as cultures are dynamic not static. In using the concept of culture to explain differences between groups we are constantly aware that we cannot over-stress intra-cultural similarities to the exclusion of intra-cultural differences. In general, the differences

between groups are of degree rather than of kind. But, we also cannot ignore the fact that each group passes on at least a selection of its own cultural patterns to each new generation. This obviously has a considerable bearing on education. At UNIS, it is a particularly challenging experiment to all who participate in it and by no means the least to my colleague, Dr. Sahraie who will now give you an idea of his role as a Counselor and Head of Guidance.

Counseling and Student Adjustment Problems at the United Nations
International School (Hashem Sahraie)

In addition to the wide-range of adjustment problems and anxieties that children and adolescents face in our schools in this country and abroad, which may interfere with their process of learning, there are some that are unique in nature and/or in source which may be attributable to a large extent to the international nature of the school as well as to the multicultural character of its student population.

Here, I would like to share with you my views on the nature of some of these problems of adjustment and some of the challenges that the counselors and the clients face in their attempt to deal with them.

In general, students who come from abroad to the United Nations International School find themselves faced with three different sub-cultures with different and sometimes conflicting demands:

First, the culture of the school as a multicultural and multiracial community with its own expectations, rules and regulations, teaching styles and learning demands and so on.

Second, the culture of the host city, the neighborhood. New York streets with its opportunities and risks, with its funs and fears.

Third, the students' own home culture i.e. that the family carry around with it its own traditions, language, mores and so on.

Conformity and adaptation to these three subcultures in itself can

become a stressful experience and might interfere with the child's schooling.

For one group of students, the United Nations International School may be the third, fourth, or fifth school experience in a succession. If you ask one in this group you might hear him say something like that he is French, born in Nigeria, has spent two years of elementary school in London, three years in Jeddah-Saudi Arabia, another two years in Delhi, India and so on and now he is here in New York attending the United Nations International School.

Most of these students are well adjusted students, they are realistic about their nomadic style of life, they make the best out of it, most of them speak three, four or more languages with different degrees of fluency. However, a small number of these students might experience much more difficulties in their adjustment to the United Nations International School. They experience difficulty in making and keeping friends as if they don't want to make friends for the fear of losing them again and thus getting hurt by the experience. These are the children who have difficulty in developing a sense of belonging - the kind of sense that is the basis of external and internal verbalization such as my school, our team, our group - a motivating factor for group work as well as self improvement and taking pride in one's performance.

Another group of students for whom the United Nations International School is the first school experience outside their homecountry, in addition to the usual difficulties of adjustment, may suffer from homesickness for their friends and relations. Even though they may have their immediate family with them, for some, the lonesomeness for their friends and relations and their home environment they have

just left behind proves to be painful and depressing to the extent that it may interfere with their school performance and it might prolong the already difficult process of adjustment to the United Nations International School.

Why do these student suffer more from homesickness than others in a somewhat similar situation? Could it be that there is more to it than just being lonesome for friends and home? I think so. When I look back at my own experience it was mostly things I did with my friends, the games we played, songs we sang, jokes we exchanged, things we valued and cherished that I longed for the most, in other words, I was homesick for a cultural aspect of my life I had left behind in my home country.

(Once a counselor friend of mine asked me "how do you counsel the Chinese students?" I answered, "I don't counsel the Chinese students, I counsel just the students"). In my experience of counseling these students for over 14 years I have learned some dos and don'ts in my profession that I think are very important for a counselor working in a multicultural setting.

First, I have learned to come to terms with my own biases. I have learned to think about my biases and find out how and why I have acquired them. This helps me to be in control of my biases and not let them affect my work. Denial or suppression of biases can affect the counseling process negatively or in a 'reaction formation' manner i.e. for the counselor to prove to himself that he is not biased, he consciously or subconsciously might go too far in the opposite direction of his suppressed bias.

Second, I refute the so-called generalized cultural images e.g.

Japanese - high achievers, high standard of child rearing, low crime rate or Chinese - low rate of social and emotional problems, tight-knitted family structure or Africans - fatalistic, and suspicious of white people and so on.

When you work in a multicultural setting such as the United Nations International School, you find that not only these cultural generalizations are untrue but that they could also be damaging and destructive.

Third, I have learned to be able to step out of my own cultural boundaries in my work with clients and be able to rise above my cultural norms and ideosyncracies. This ability frees me to become more accepting and more non-judgemental of my client and his/her position cultural and otherwise.

I have also learned not to attach too much importance during counseling, in such clients behavior as eye-contact, body language, verbalism, etc. In some cultures it is rude to look straight in the eye of an older person. In another, it is rude to sit in a relaxed manner in the presence of an older person or an "authority figure". Yet in other cultures children are taught not to speak unless they are spoken to and speak only when it is necessary and not in excess.

Finally, to free myself from cultural biases in my work with my clients, I earnestly believe in the convictions of the client-centered therapist - that human beings regardless of their cultural, racial, and ideological backgrounds are basically rational, socialized forward moving and realistic. And as Carl Roger puts it "antisocial emotions such as jealousy, hostility, and so on are not spontaneous impulses that must be controlled. Rather, they are reactions to the frustration

of more basic impulses -- love, belonging, security and so on.
Human beings are basically cooperative, constructive, and trust worthy,
and when they are free from defensiveness, their reactions are positive,
forward moving and constructive." I see the major goal of
counseling and therapy to free the client from "defensiveness."

Academic Assessment (Saradha Supramaniam)

Assessment and testing offer excellent opportunities to represent the realities of the cultural diversity dilemma. All of us know only too well how the assessment process is as a rule heavily affected by the culture and language of the materials in which it is conducted.

Though there has been talk about the ideal of culture fair tests since the beginning of testing, no test as yet can claim to meet the ideal. Many items in achievement tests are designed to assess how familiar a student has become with the material presented in the curriculum, other items use factual material in order to assess comprehension, reasoning, memory or problem solving. Unless the material used for these purposes is equally familiar to all groups, differences in performance are uninterpretable.

As in any other institution, UNIS needs assessment information which will assist students, teachers, guidance specialists and parents in making decisions to enhance educational development. Assessment of abilities and skills related to academic performance takes place in one form or another at all levels and is an integral feature of the programme. Standardized achievement tests, New York State Pupil Evaluation tests, Competency tests, College Board tests in addition to the other tests necessary for graduation are administered as in most U.S. schools.

Because of its international character a true index of the relative standing of student performance is unobtainable from norm referenced tests standardized on a U.S. population. Nevertheless, they provide information about individual student's progress, help in the diagnosis of specific problems and in the placement of students in support programs within the school. They have their limitations, and and yet they play a role in meeting our educational objectives.

The diversity in terms of culture, language and educational background of applicants to UNIS truly poses a challenge to assessment specialists. The purpose of assessing these applications is to decide whether the school's programme is suitable for the applicant as well as to recommend appropriate grade placement. The problems of evaluating the applications are manifold. Academic criteria for admission and placement are based on previous school records, admission testing results, and a writing sample depending on the level of the applicant's proficiency in English.

The wide variety of school systems in different parts of the world, the lack of uniformity within and between school systems in grading work (does a B in English mean the same in the British and U.S. school systems?), the differences in instructional styles, are some of the factors that account for the heterogeneity of applicants. In this presentation I will deal only with the problems of using formal tests and point out the factors that obviously seem to affect the test performance of applicants.

1. Compared to students who have had a substantial part of their schooling at UNIS, many applicants come from school systems where formal testing is not common practice. The test behavior of many of these students exhibits a naivette about test taking skills. It is not uncommon to come across students who are unconcerned about time when tests are administered under time constraints.
2. The multiple choice format of tests commonly used in the U.S is unfamiliar to many students, particularly those from Asia, Africa and some European countries.
3. Even for students who seem to be proficient in English, discrepancies between everyday home language and test language, as well

as knowledge presupposed by tests are sources of unknown variability.

4. Testing students' level of attainment in numerical skills is not free from problems. One has to be aware that some students may have difficulty when assessed on computational skills, not necessarily because of their weakness in computation but because of the effects of interference from their previous experience of a different notational system.

The purpose of the data from admission testing is to gain an indication of the level students have attained relative to the school's criterion. This information helps in placement and enables students to follow the school's programme of studies without undue difficulty. Any interpretation of test scores, solely in terms of relative standing will not serve the purpose. Furthermore, a single test instrument cannot be equally representative of the performance of all the major cultural groups applying to UNIS for admission. In test development, for a variety of specific purposes we continually search for assessment strategies. The problem is to devise instruments which will take account of test content and format relevant to the knowledge and experience of this diverse group of students. The conventional test cannot be sensitive to such wide variations. It is important to match the difficulty level of test items with the ability of individual students - ability which takes account of the pedagogic and test experience in their educational history.

Our attempts to improve testing procedures include the collection of data from the test performance of students at UNIS and other International schools. Items that are inappropriate for particular groups and individuals are identified. Errors in the response alternatives in multiple choice test items are analyzed. With this type of

information, our plan is to develop item banks from which it will be possible to redesign tests for assessing attainment levels of different groups of students in International schools.

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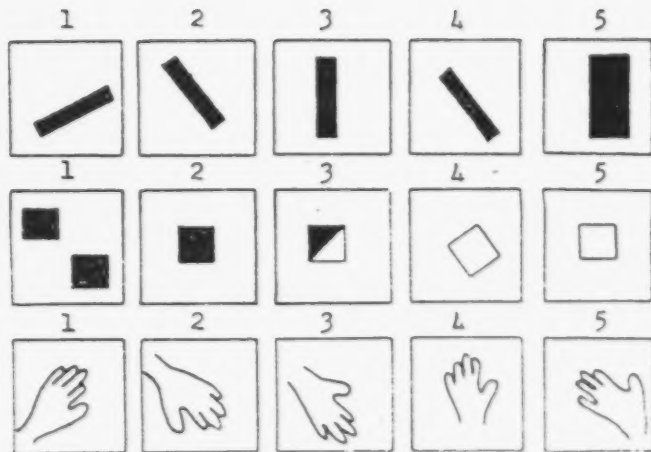
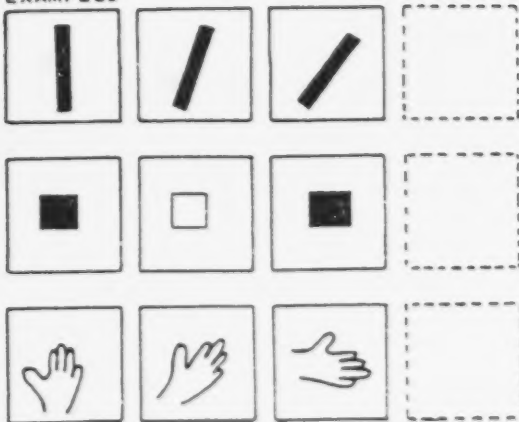
Questions, Discussion and Demonstration Materials

Discussion and Demonstration Materials

- 1) Sample items from Culture Fair Test to demonstrate various aspects of reasoning skills.
 - a) Discussion on performance levels across different levels of proficiency in English.
 - b) Type of non-verbal instructions for different subtests given to students who do not understand spoken English.
- 2) Example of visual-motor test given to five year olds and discussion on task familiarity being a function of pre-kindergarten/home learning environment.
- 3) Example of test of mathematics computation and discussion on sources of confusion based on different notational system e.g. Arabic.

TEST 1

EXAMPLES

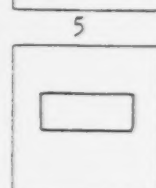
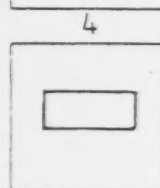
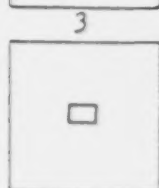
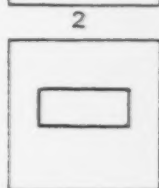
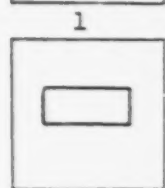
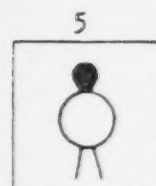
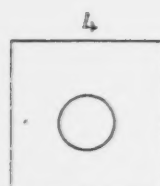
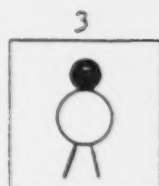
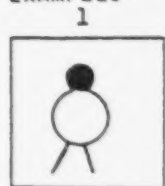


ANSWERS



TEST 2

EXAMPLES

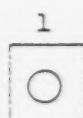
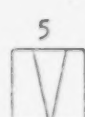
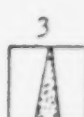
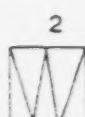
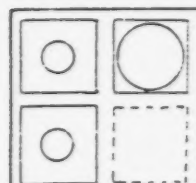
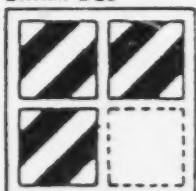


ANSWERS

4

TEST 3

EXAMPLES

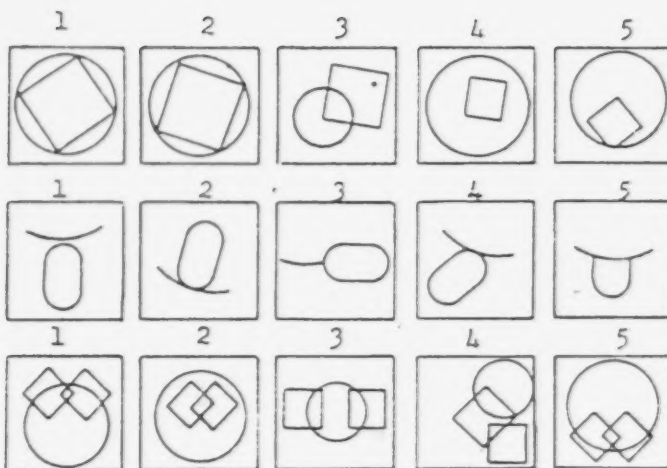
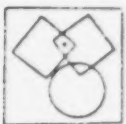


ANSWERS

3

TEST 4

EXAMPLES



ANSWERS

3

3

$$\textcircled{a} \begin{array}{r} 167 \\ + 58 \\ \hline \end{array}$$

$$\begin{array}{r} 174 \\ 08+ \\ \hline \end{array}$$

$$\textcircled{b} \begin{array}{r} 326 \\ 239 \\ + 181 \\ \hline \end{array}$$

$$\begin{array}{r} 407 \\ 649+ \\ \hline 111 \end{array}$$

$$\textcircled{c} \begin{array}{r} 63 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ 7- \\ \hline \end{array}$$

$$\textcircled{d} \begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 7 \times \\ \hline \end{array}$$

$$\textcircled{e} \begin{array}{r} 21 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ 2 \times \\ \hline \end{array}$$

$$\textcircled{f} 3 \overline{)21} \quad 4 \overline{)21}$$

DICTATED:

- $\textcircled{g}$ Our class has 29 children. 16 are boys. How many girls are in the class?

DICTATED:

- $\textcircled{h}$ Our classroom has 3 tables. At each table are 2 chairs. How many chairs are there in all?

$$4 \quad \textcircled{a} \begin{array}{r} 4236 \\ 52 \\ + 864 \\ \hline \end{array}$$

$$\begin{array}{r} 4237 \\ 00 \\ 174+ \\ \hline \end{array}$$

$$\textcircled{b} \begin{array}{r} 573 \\ - 294 \\ \hline \end{array}$$

$$\begin{array}{r} 074 \\ 494- \\ \hline \end{array}$$

$$\textcircled{c} \begin{array}{r} 802 \\ - 565 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ 070- \\ \hline \end{array}$$

$$\textcircled{d} \begin{array}{r} 14 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ 7 \times \\ \hline \end{array}$$

$$\textcircled{e} \begin{array}{r} 43 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ 8 \times \\ \hline \end{array}$$

$$\textcircled{f} 3 \overline{)69} \quad 4 \overline{)69}$$

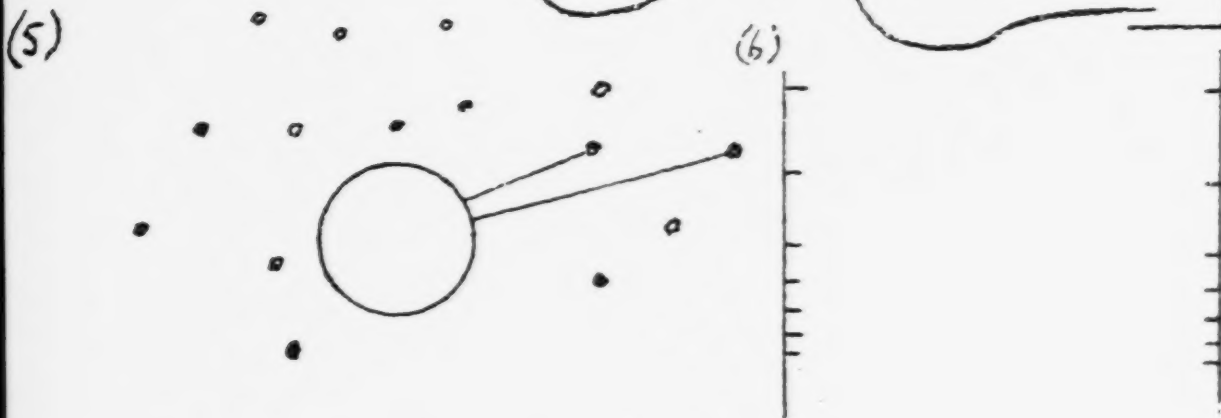
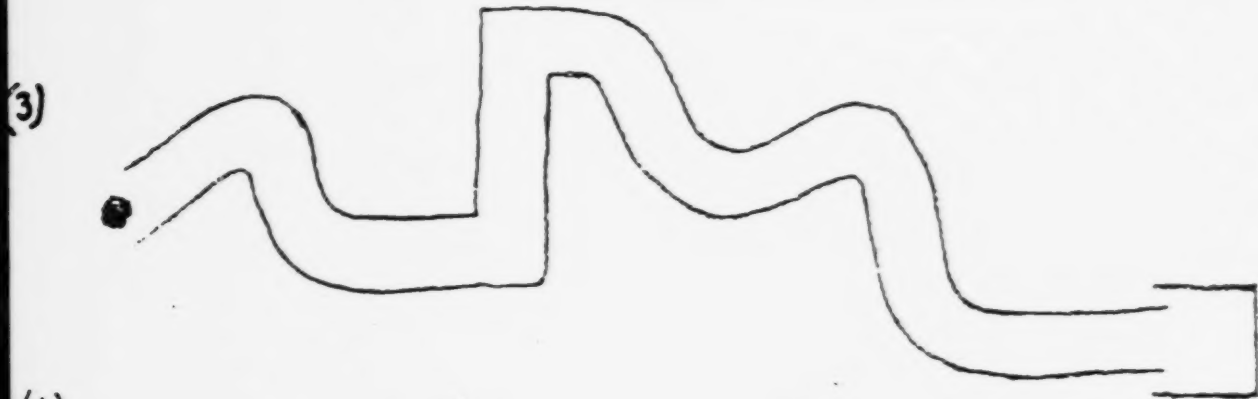
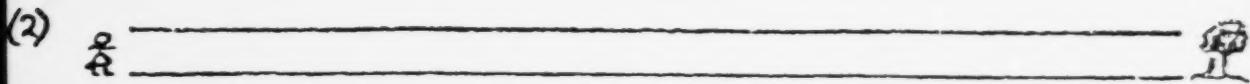
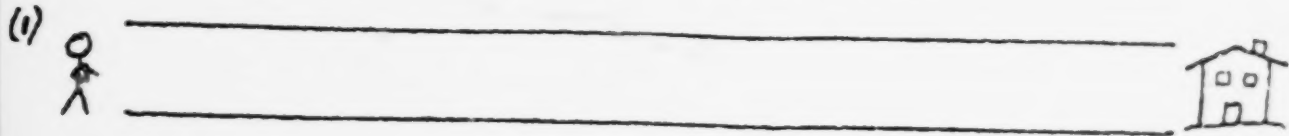
DICTATED:

- $\textcircled{g}$ 19 children were playing baseball. 4 boys went home. Then 2 girls joined the game. Now how many children are playing baseball?

DICTATED:

- $\textcircled{h}$ Our school has 9 classrooms. Each room has 6 windows and 3 closets. How many closets are there in the school?

VISUAL MOTOR TEST



(7) Copy

cat dog

(8) Write own name
unaided